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THE IMPROVEMENT OF AUDITORY DISCRIMINATION IN THE BEGINNING READING THROUGH SPEECH CORRECTION EXERCISES

Submitted by

Sara Cline Caldwell

(A.B., University of Chattanooga, 1947)

In partial Fulfillment

of the Requirements for the Degree of

Master of Education

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SECOND READER: Helen A. Murphy, Associate Professor of Education

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CHAPTER I

REVIEW OF RESEARCH IN AUDITORY DISCRIMINATION

The purpose of this study is the construction of exercises to improve the auditory discrimination of children failing in beginning reading through the application of visual and kinesthetic methods. It is an effort to provide training in seeing the formation of sounds on the lips, kinesthetic training in feeling the sounds as they are spoken, in addition to auditory training in distinguishing word elements. The emphasis on the visual and kinesthetic aspects of word formation is an attempt to facilitate the hearing perception of likenesses and differences in words. The exercises are designed for children with normal speech and normal hearing acuity who have been unable to make the necessary auditory discriminations required in learning to read.

Review of Research

Learning to read is recognized as a complex process consisting of many highly interrelated skills. To be able to read without confusion, the child must have previously developed a state of readiness for reading in which he has acquired the various abilities to enable him to recognize

and derive meaning from the printed symbol.

Gates, Bond and Russell state:

> Reading Readiness... is something that children have acquired in varying degrees; it is something to be taught and not a series of attributes for the development of which a teacher can do nothing but wait.[1]

Experts in the field of reading express the opinion that many children have difficulty with the reading process because they do not possess the ability to hear likenesses and differences in word elements. A careful investigation of the research pertinent to this study adds statistical evidence that auditory discrimination has been established as one of the important factors in beginning reading and that it is an ability which can be taught.

In listing readiness tests high in predictive value, Gates[2] indicates tests of familiarity with and ability to make various uses of sound elements of words.

> Among the best tests are those which measure the ability of the pupils to produce words which end or rhyme with, or which begin with, the same sound as a given example and to blend word sounds given orally with a slight hesitation between them into whole words, which they compose.[3]

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[1] A.I. Gates, G.L. Bond, and D.H. Russell, "Methods of Determining Reading Readiness," Elementary School Journal, 40:166, March 1939.

[2] A.I. Gates, "Basic Principles in Reading Readiness Testing," Teachers College Record, 40:495-506, March 1939.

[3] Ibid., p. 499.

Gray,[1] included auditory discrimination in a group of seven essential components of reading readiness:

1. Wide experience
2. Reasonable facility in the use of ideas
3. Reasonable command of simple English sentences
4. A relatively wide speaking vocabulary
5. Accuracy in enunciation and pronunciation
6. Reasonable accuracy in visual and auditory discrimination
7. Keen interest in learning to read

Harrison[2] states that the factors of reading readiness are related to three types of development, namely:

1. Intellectual development
2. Physical development
3. Personal development

She indicates that among the physical factors hearing is one of those most vitally connected with reading ability.

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[1] W.S. Gray, "The Teaching of Reading: A Second Report," Thirty-Sixth Yearbook of the National Society for the Study of Education, Part I, (Bloomington, Illinois: Public School Publishing Company, 1937), pp. 81-85.

[2] Lucille Harrison, Reading Readiness, (Boston: Houghton Mifflin Company, 1936), p. 5.

> Hearing is important as a factor in reading readiness because the child first learns to attach meaning to printed symbols through the medium of spoken language. He not only needs a high degree of auditory acuity, but also needs the ability to perceive and reproduce sounds correctly, the ability to fuse sounds into words, and the ability to sense or perceive the sounds characterized by certain auditory frequencies.[1]

More recently Harrison[2] emphasizes the importance of auditory training in reading readiness stating that auditory training teaches the pupil to recognize sound elements, their likenesses and differences in words they hear spoken. She reports the following skills as necessary in developing readiness for word recognition:

1. The ability to hear and differentiate between the sounds with which spoken words begin, using:

   a. the commonest single consonant sounds including: b, hard c, d, f, hard g, h, j, l, m, n, p, r, s, t, w.
   b. the commonest speech consonant sounds which are: wh, ch, sh, th (voiced and unvoiced).
   c. the commonest and easiest to make among the consonant blends, which are: sk, sm, sn, sp, st, sw, tw.

2. The ability to hear rhyming endings and to differ-

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[1] Ibid., p. 26.

[2] Lucille Harrison, "Developing Readiness for Word Recognition," Elementary English Review, 23:122-131, March, 1946.

entiate between non-rhyming endings in words.[1]

Durrell, Sullivan, and Murphy[2] report auditory discrimination as first in order of frequency of occurrence among causes of reading failure as shown by individual analyses of more than four thousand children who had difficulty in learning to read.

Durrell[3] stresses the value of ear training as essential to all work in beginning reading and particularly important where word matching or intrinsic word-analyses methods are used. He suggests beginning ear training with the consonant letters in which the lip movements are distinct and the sounds easily distinguished by the pupils: f, b, g, c, h, l, and m.

Willy and Kopel[4] state the effectiveness of ear and voice training together with practice in visual perception, before formal work in phonics begins. They advocate the teaching of phonics to children failing in reading and spelling.

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[1] Ibid., p. 125.

[2] D.D. Durrell, H.B. Sullivan, and H.A. Murphy, Building Word Power (New York: World Book Company, 1945), p. 1.

[3] D.D. Durrell, Improvement of Basic Reading Abilities, (New York: World Book Company, 1940), pp. 205-206.

[4] Paul A. Willy, and David Kopel, "The Place of Phonetics in a Reading Program," Educational Administration and Supervision, 23:321-334, May, 1937.

McKee recognizes sound training as necessary to the reading program:

> Ear training is particularly important because the teaching of phonics must begin with monosyllables. Its purpose is to teach the child to hear sounds in words and to see oral similarities in words.[1]

Dolch and Bloomster[2] state that a child cannot begin to learn to read until he has reached a state of maturation which enables him to associate word sounds and word forms. They conclude a mental age of seven years seems to be the lowest at which a child can be expected to use phonics but suggest ear training should begin earlier.

The importance of auditory discrimination is pointed out by Betts:

> The ability to discriminate between speech sounds is a basic factor in language readiness for reading. Inability to make accurate auditory discrimination may be caused by hearing impairment, a perceptual disability, or lack of experience. Fortunately, means are available to screen out the first two causes and most of the students can profit from well-planned developmental activities. Developmental work called ear training can be given.[3]

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[1] Paul McKee, Reading and Literature in the Elementary School (Boston: Houghton Mifflin and Company, 1934), p. 203.

[2] E.W. Dolch, and M. Bloomster, "Phonics Readiness" Elementary School Journal, 38:201-205, November, 1937.

[3] Emmett A. Betts, Foundations of Reading Instruction with Emphasis on Differentiated Guidance (New York: American Book Company, 1946), p. 347.

Research studies in the field of auditory discrimination present statistical evidence to support the opinions of experts on the value of auditory discrimination in beginning reading. Marion Monroe[1] conducted a study to determine the influence of poor auditory discrimination. She compared a group of non-readers with a group of unselected children. Tests were given in which the children were asked to differentiate between pairs of words, the same or different, but similar in sound. Visual auditory association tests were also given which asked the children to associate nonsense syllables with nonsense forms. A correlation of -. 51±.093 was obtained showing the relationship of errors in the auditory word discrimination test and successes in the visual auditory test for thirty-two non-readers. Monroe points out that a low score on the auditory word discrimination test does not necessarily mean a lack of acuity involving sound intensities. Monroe states:

> The lack of auditory discrimination may be a special defect in hearing just as color blindness is a special defect in vision . . . . So, in audition, the lack of discrimination of certain sounds may lead to a confusion of words, which in turn affects speech, or reading, or both.[2]

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[1] Marion Monroe, Children Who Cannot Read (Chicago: University of Chicago Press, 1932), pp. 93-97.

[2] Ibid., p. 95.

In a further study Monroe[1] correlated scores on a battery of tests including visual, auditory, motor, articulation, language, and intelligence tests with reading achievement. The highest correlation was found between auditory discrimination and reading achievement, .66 ± .04.

Bond[2] studied the effect of auditory and speech characteristics on reading achievement when second and third graders were taught by the "look-and say" method or an oral phonetic method. He concludes that auditory and speech defects need not be insurmountable if the instruction is adjusted to offset the difficulties.

Wilson and Fleming[3] conducted a study which indicated the importance of certain letter abilities in the mastery of the mechanics of reading. They found that children were letter conscious in the early stages of reading. The evidence indicated attention to letter forms and sounds was basic in word recognition.

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[1] Marion Monroe, "Reading Aptitude Tests for Prediction of Success and Failure in Beginning Reading," Education, 56:7-14, September, 1935.

[2] Guy L. Bond, The Auditory and Speech Characteristics of Poor Readers, Contributions to Education, No. 657 (New York: Teachers College, Columbia University, 1935).

[3] Frank T. Wilson and Cecile W. Fleming, "Letter Consciousness of Beginners in Reading," Pedagogical Seminary and Journal of Genetic Psychology, 53:273-285, December, 1938.

In a later study Wilson et al. found that the relation between abilities with letter forms and sounds and reading ability was very close:

> The kindergarten and first grade children who knew the most letter forms and sounds tended very definitely to be among the first to learn to read and to be the best readers. Conversely, the children who were ignorant of or much confused about, letter forms and sounds tended very definitely to be poor readers.[1]

Robinson[2] in studying clinical cases from the University of Chicago Orthogenic School discovered like Monroe that some poor readers having normal hearing acuity could not distinguish between similar sounds or words. Some of these also seemed to have a short memory span for sounds. She found that speech training had value for this type of child and that training in auditory discrimination improved both speech and reading.

Murphy[3] evaluated the effect of specific exercises in auditory discrimination on beginning reading. Two groups in first and second grades in two different schools were tested, one experimental, one control. At the conclusion of

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[1] Frank T. Wilson, Cecile W. Fleming, Agnes Burke, and Charlotte Garrison, "Reading Progress in Kindergarten and Primary Grades," Elementary School Journal, 38:445, February, 1938.

[2] Helen M. Robinson, "Types of Deficient Readers and Methods of Treatment," W.S. Gray, editor, Recent Trends in Reading, Supplementary Educational Monograph, 49:165-166, November, 1937.

[3] Helen A. Murphy, "An Evaluation of Exercises for Developing Auditory Discrimination in Beginning Reading," (unpublished Master's thesis, Boston University, Boston, 1940) 129 pp.

the experiment, the experimental group was superior to the control in ability to discriminate and produce sounds. The mean score was twenty-seven sounds correct to ten for the control group. The experimental group also showed an increase in learning rate which was statistically significant. The study revealed that auditory discrimination may be improved by specific training. Statistical data revealed, however, that although the great majority of children benefited by the exercises which included seeing, hearing, and saying words containing the sounds taught, a small number made little or no progress.

Three years later another study by Murphy[1] involving a larger population offered additional evidence of the value of specific exercises in ear training. This study was an evaluation of specific auditory and visual training as it affected visual perception of words, auditory perception of words, and reading ability. The children were divided into four groups; one receiving both auditory and visual training; one, auditory training; one, visual training; and one being the control.

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[1] Helen A. Murphy, "An Evaluation of the Effect of Specific Exercises in Auditory and Visual Discrimination on Beginning Reading," (unpublished Doctor's dissertation, Boston University, School of Education, Boston, 1943), 217 pp.

Murphy concluded:

> All experimental groups were superior to the control group in reading achievement in November, February, and June. At every measurable period after the auditory and visual exercises had been given the experimental groups showed statistically significant superiority in reading achievement to the control group.[1]

Statistical data in this study also showed that a small number of children were unable to profit by the ear training which consisted of seeing, saying, and hearing words having the sound elements taught.

McFarland[2] studied the relationship of the learning rate, auditory discrimination, and visual discrimination to achievement in beginning reading, using the Murphy tests as a basis. She determined the following correlations:

$+.666 \mp .039$ between learning rate and reading achievement.
$+.655 \mp .039$ between auditory discrimination and reading achievement.
$+.55 \mp .047$ between visual discrimination and reading achievement.

Crossley[3] conducted a study to determine the effect of specific training with the use of lantern slides, on the

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[1] Ibid., p. 75.

[2] Mary McFarland, "Relationship of Readiness Factors to Success in Beginning Reading," (unpublished Master's thesis, Boston University, School of Education, Boston, 1947), 29 pp.

[3] B. Alice Crossley, "An Evaluation of the Effect of Lantern Slides on Auditory and Visual Discrimination of Word Elements, " (unpublished Doctor's dissertation, Boston University, School of Education, Boston, 1948), 213 pp.

auditory and visual discrimination of word elements and the learning rate in the first grade. She found the experimental group to be superior to the control in auditory discrimination and learning rate. She concluded:

> In general, children who had higher scores in reading attained higher scores in auditory discrimination, even though they were equal on the basis of mental age.[1]

Rossignol[2] investigated the interrelationships among hearing acuity, speech production, and reading ability. Tests were given to measure these abilities and, in addition, intelligence and oral comprehension. The children tested were those who attended regular school without special help. This procedure excluded cases of serious hearing disability from the study. While no significant relationship was found between hearing acuity and speech production of familiar words, a significant relationship was discovered between hearing acuity and speech production, as tested by skill in repeating nonsense syllables. This same test revealed a significant correlation between hearing acuity and auditory discrimination of speech sounds. Reading performance was also shown to be significantly related to hearing acuity by other tests. In retesting twenty-four children on the consonant sounds of the

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[1] Ibid., p. 135.

[2] Lois J. Rossingol, The Relationships Among Hearing Acuity, Speech Production, and Reading Performance in Grades 1A, 1B, and 2A, Contributions to Education, No. 936 (New York:Teachers College, Columbia University, 1948), 43 pp.

Sound Repetition Test she noted that they made significantly better scores when they could see the face of the examiner than when her mouth was not visible. Rossignol concludes:

> Visual clues are very important to the young child in learning new words. Not only must the child be able to hear the teacher but he must be able to see her face clearly. It is quite possible that unconscious lip reading aids the child in learning to speak as well as in the acquisition of new words . . . . Not only is it probable that young children use unconscious lip reading in learning speech, but it is also probable that most people use unconscious lip-reading in interpreting speech.[1]

Research in the field of auditory discrimination has indicated that the ability to distinguish likenesses and differences in sounds is one of the dominant factors in the complex pattern of reading ability. Lack of this ability often leads to confusion and consequent failure in beginning reading. It has been established that auditory discrimination is an ability that can be taught most children by specific training which consists of seeing, hearing, and saying words containing the sounds to be taught. It has been noted, however, that some children fail to benefit from this type of training. In these cases it is apparent that other methods should be applied.

This study is an effort to provide exercises to improve the auditory discrimination of children retarded in reading through the use of visual and kinesthetic methods. The

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[1] Ibid., pp. 37-38.

exercises attempt to provide visual training in the lip reading of beginning and ending sounds, and kinesthetic training in feeling the muscular action of the lips, tongue, and throat in sound formation to aid in developing the ability to discriminate among the various elements in words.

CHAPTER II

CONSTRUCTION OF EXERCISES FOR AUDITORY DISCRIMINATION

The problem of this study is the construction of exercises to improve auditory discrimination through the use of visual and kinesthetic methods found in teaching speech correction and lip reading. The exercises are designed for children who are failing in beginning reading. The purpose is to make the pupils aware of the visual and kinesthetic aspects of sound formation in order to aid them in discriminating likenesses and differences in word elements.

The first step in building the exercises was the selection of consonants, digraphs, and blends to be taught as sounds in words. These word elements and order of difficulty in teaching them were taken from the Crossley[1] study. She made a list of word elements most frequently met in beginning reading by a careful analysis of the pre-primers of five widely used basal reading systems. The Crossley list contained forty-two word elements, seventeen of which were taught as beginning and final sounds, fourteen as beginning sounds, six as final sounds, and the five vowels as short

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[1] B. Alice Crossley, "An Evaluation of the Effect of Lantern Slides or Auditory and Visual Discrimination of Word Elements," (unpublished Doctor's dissertation, Boston University, School of Education, Boston, 1948), 213 pp.

initial and middle sounds. The writer omitted the teaching of the final sound "ck" and the teaching of the short vowels as initial and middle sounds in the construction of these exercises.

Forty-one exercises were planned to teach thirty-five word elements. It was decided to teach beginning and final sounds in successive lessons until all the consonants were taught. A few of the exercises for teaching digraphs and blends include beginning and final sounds in the same lesson. The Crossley study showed that "it is possible to teach letters as beginnings and endings at the same time without causing confusion."[1] The grouping together of initial single consonant and digraph sounds into two consecutive teaching periods seemed advantageous for the visual and kinesthetic training, seeing the sounds as they are manifested on the lips and feeling the ways they are formed. It was decided that blends could be taught more rapidly as provision had been made for the slow and thorough teaching of the component consonant parts.

The next step was the choice of vocabulary to be used in constructing the exercises. The International Kindergarten Union Vocabulary List[2] was used as a basis for this selection.

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[1] Ibid., p. 135.

[2] Child Study Committee of International Kindergarten Union, A Study of the Vocabulary of Children Before Entering the First Grade.

The exercises were planned for a time allotment of fifteen minutes. Although a ten minute period is customary in grade one, an additional five minutes is added to provide adequate time for the visual and kinesthetic methods used in teaching auditory discrimination.

A careful analysis was made of some of the available material for the teaching of auditory discrimination, speech, and lip reading to young children, as follows:

Abney, Louise, and Dorothy Miniace, This Way to Better Speech, New York: World Book Company, 1940, 92 pp.

Baker, Pauline, Primer of Sounds, Boston: The Expression Company, 1942, 124 pp.

Benett, Rodney, The Play Way of Speech Training, Boston: The Expression Company, (n.d.) 141 pp.

Bruhn, Martha E., Lip Reading for the Deaf, Lynn, Massachusetts: The Nichols Press, 1924, 282 pp.

Bunger, Anna M., Speech Reading-Jena Method, Danville, Illinois: The Interstate, 1944, 136 pp.

Cotrel, Edna, and Elizabeth M. Halsted, Class Lessons for Improving Speech, Boston: The Expression Company, 1936, 98 pp.

Durrell, D.D., H.B. Sullivan, and H.A. Murphy, Building Word Power, New York: World Book Company, 1941, 102 pp.

Ewing, Irene R., Lip Reading and Hearing Aids, Manchester England: Manchester University Press, 1946, 73 pp.

Kinzie, Cora Elsie, and Rose, Graded Instruction in Lip Reading for Children and Juniors, Grade II, 1936 112 pp.

Lloyd, Pearl M., Our Second Speech Book, New York: Newsom and Company, 1947, 45 pp.

Nemoy, Elizabeth M., and Serina F. Davis, The Correction of Defective Consonant Sounds, Boston: The Expression Company, 1945, 418 pp.

Raubicheck, Letitia, Improving Your Speech, New York: Noble and Noble, Publishers, 1934, 163 pp.

Schoolfield, Lucille D., Better Speech and Better Reading, Boston: The Expression Company, 1937, 216 pp.

Stowell, Agnes, Estelle Samuelson, and Ann Lehman, Lip Reading for the Deafened Child, New York: The MacMillan Company, 1928, 186 pp.

Whildin, Olive A., and Agatha M. Scally, The Newer Method in Speech Reading for the Hard of Hearing Child, Intermediate Grades, Westminster, Maryland: The Newman Press, 1948, 198 pp.

Wood, Alice L., The Jingle Book For Speech Correction, New York: E.P. Dutton Company, 1940.

Yale, Caroline A., Formation and Development of Elementary English Sounds, Northhampton, Massachusetts: Metcalf Printing and Publishing Company, 1938, 46 pp.

The visual and kinesthetic aspects of sound formation were selected to be taught to aid the pupil in seeing, feeling, and hearing the sounds. The visual training includes watching the lips of the teacher and mirror practice in watching their own lips for the formation of sounds. The kinesthetic training includes methods of sound production by use of the lips, tongue, and vocal chords. Emphasis was placed on kinesthetic training for the sounds that are made in the back of the mouth and, therefore, are invisible.

The following descriptions of daily lessons will show the procedure used. The third day's lesson teaches the beginning sound "b." The children are asked to watch the

lips of the teacher as she says some words that begin with "b"---"bird, boat, book." The words are written on the board so that the children may get a visual picture of them. The children are instructed to watch their lips in a mirror as they say words that begin with "b" after the teacher. The teacher elicits by suitable questions that the children first closed their lips and then opened them as the sound of their voice came out to make the sound of "b." They repeat more words that begin with "b" after the teacher, listening for the sound of "b" at the beginning of each word. The teacher reads some jingles. The pupils are instructed to watch her lips and to listen for words that begin with "b."

Bobby jumped to bat the ball.
His head instead he bumped and hit.
The ball went bouncing in its fall and Bobby went
bounding after it.

Baby has a beautiful bonnet.
It is blue and has ribbons on it.
In this bonnet she looks her best.
Baby looks better than the rest.

The following day the final sound "b" is taught. The children are asked if they can tell the beginning letter of words the teacher says---"bath, book, beans, before." The teacher then reviews with them the way the lips and voice make the sound of "b." They watch the lips of the teacher while she pronounces words that end in "b,"---"bib, scab, club." They watch their own lips in mirrors for the sound of "b" while repeating more words that end in "b" after the teacher.

They are asked to finish sentences with words that end in "b."

When a baby eats he wears a ___. (bib)
We take a bath in a ___. (tub)
I work hard at my ___. (job)
My knee is hurt and has a ____. (scab)
We open a door by turning a ____. (knob)

The teacher reads some sentences. The pupils listen and watch the lips of the teacher for the words that end in "b."

Mary rode to the station in a cab.
The children made a club from a piece of wood.
Jerry started to grab the toy.
The fairy said to rub the lamp.
We saw a crab on the rock.

In the twelfth lesson "c" is taught as a beginning sound. The usual procedure is followed in introducing the sound. Then the children are directed: "Put your hand in front of your mouth as you say these words after me. These are things you can do that begin with "c"---"catch, color, call, carry, copy, cut, comb." Then the children are asked what they felt against their hand for the sound of "c" at the beginning of each word. The children are asked to listen to a story for words that begin with "c" and to raise their hands each time they hear one.

Cal cared for the cows on a farm in the country. One day he couldn't find them. He called and called but they didn't come. "Come, come," called Cal, but still they didn't answer. He put on his coat and cap because it was cold and set out to catch them. He looked this way and that way. Soon he heard a coo. "Could it be the calf?" said Cal and followed after. "Of course," he said, "I should know they're in the corner of the pasture."

The work on the final sound of "g" was varied by having the children answer riddles with words that end in "g." A sample follows:

I am thinking of something.
It was once a tree.
All the branches are cut off.
What am I thinking of? (log)

Games are included in a few lessons to provide motivation. In teaching the sound of "k" at the end of words two ladders are drawn on the board. The children are asked to climb the ladders by thinking of words that end or begin with "k." Other variations of this type of game are used. For example, the use of steps drawn on the board for the children to climb by thinking of words beginning or ending with the sound taught. A game giving practice in listening for words which end alike or different is included in the thirty-fifth lesson. The children are asked to stand up, clap their hands if the two words dictated by the teacher end alike. Any who clap their hands when the words do not end alike must sit down.

In the last lesson attention is called to the voiced and unvoiced sounds of "th" by asking the children to place their hands on their throats when saying "thin" and "this." In making the "th" sound in "this" they feel the sound of their voice. They are asked to repeat words having the sound of "th" in "thin" and later words having the sound of "th" in "this." In listening for words that begin with "th" in a

story they are not asked to differentiate between the two forms.

> Last Thursday three little puppies went out for a walk. They walked and walked through the thick grass until they were tired and hungry. They sat down and began to think. How would they get through the thickets back home? Their feet would no longer carry them. They thought, and thought, and thought. One little puppy had a bright thought, "We will go down to the road and thumb a ride." On second thought, he said, "But puppies have no thumbs, what will we do?" Another little puppy said, "We can use our tails." The three thought this a fine thing. The three little puppies went to the road. Soon a farmer came along. All three waved their tails. They were so cute he took them home.

Each lesson begins with visual and kinesthetic training in watching the teacher's lips, in watching their own lips, in feeling the sounds as they are formed, in addition to listening for the word elements taught. Attention is directed not only to listening but also to watching the lips to aid in the discrimination of sounds. A complete copy of the exercises may be found in the Appendix.

Limitations to this Study

1. The value of these lessons has not been established by use of the experimental method.
2. Review lessons are not included in the exercises.
3. Exercises might have been included to teach the vowel sounds.

Suggestions for Further Research

1. Conduct an experimental study using these exercises with cases of reading failure.
2. Enlarge the scope of the study by including the teaching of the vowel sounds and making ample provision for review of the elements taught.

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Suggestions to the Teacher

1. The light in the room should fall on the face of the teacher to make her speech clearly visible to the children.

2. The children should be seated in a semi-circle near the blackboard.

3. The group should be small for this specialized type of work.

4. The consonant sounds taught should be clearly enunciated when repeating the words.

5. The children should be encouraged to bring pictures of things beginning or ending with the sounds studied. These can be put on charts and used to review the sounds.

Exercise 1

Beginning Sound: f

Listen carefully and watch my lips as I say these words. (Write the words on the blackboard.)

fat face fun five

These words all begin with the same sound. They begin with the sound of "f."

Watch your lips in your mirror as you say these words that begin with "f" after me.

fed fell fight find fast

How did you place your lips to make the sound of "f" at the beginning of each word? (Elicit from the pupils the lip movements they make to produce the sound.) Yes, you place your lower lip against your upper teeth. What do you do with your breath to make the sound of "f?" Yes, when you bring your lower lip to your upper teeth you blow your breath to make the "f" sound.

I'll say some more words that begin with "f." As you say them after me see if you can feel the little tickle that your breath makes on your lips for the "f" sound.

farm	food	fall	fair	fun	
fan	full	foot	for	fur	fat

What letter did you hear and feel at the beginning of each word?

What does your cat do when it meets a dog? Yes, it humps its back and makes the sound of "f."

I'll read some sentences. Watch my lips. Raise your hand each time you hear a word that begins with "f."

1. Billy's father is a farmer.
2. We had a good fish for dinner.
3. The firemen ran to fight the fire.
4. The fairy wore a fine dress.
5. Bobby saw the funny clown.

Let's see if you can pick out the words that begin with "f" in this jingle. Raise your hand each time you hear a word beginning with "f."

My friend was a funny fellow
With a false face, all yellow.
How full of fun, jolly as could be,
Yet how that funny face scared me!

Exercise 2

Final Sound: f

Listen, watch my lips and tell me the first letter of these words.

fair face finger first

Today we'll listen for the sound of "f" at the end of words. Watch my mouth. (Write on blackboard and repeat.)

loaf roof leaf

What letter did you hear at the end of these words? Who can tell me how you place your lips for the sound of "f?"

Who can tell me what you do with your breath for the "f" sound?

We have already learned what happens to our lips to make the sound of "f." Now, watch in your mirror for the sound of "f" at the end of these words.

beef if off stiff

What sound did you see and hear at the end of these words?

I'll read some sentences. Watch my lips and listen carefully. Tell me the words that end in "f" in each sentence.

1. The leaf dropped off the tree.
2. Half a loaf of bread is on the table.
3. Roast beef is good for us.
4. The squirrels played on the roof.
5. Betty can go if Mary goes.

I'll read a jingle that has some words ending with "f." Each time you hear a word that ends in "f" fold your arms. Be sure to watch my lips.

The wolf called at the little pig's house,
"It won't do any good to be still as a mouse,
I'll huff and puff and blow the roof down,
Then I'll have my dinner and be off to town."

Exercise 3

Beginning Sound: b

Look at my lips as I say some words that begin with another letter. These words all begin with the sound of "b." (Write the words on the blackboard and repeat).

bird boat book

What sound did you hear at the beginning of these words? Watch your lips in your mirror as you say these words that begin with "b." Say them after me.

be by boy bed but bad

Did you see how you moved your lips for the sound of "b?" (Elicit from the children that they first closed their lips, then opened them.) Yes, you first closed your lips tightly and then opened them as the sound of your voice came out.

You can feel the sound your voice makes in your throat for the sound of "b." Put your hand on your throat and see if you can feel the sound of "b" at the beginning of these words.

bear	beet	baby	ball	been
bath	both	burn	barn	bite

Did you feel the sound of "b" at the beginning of each word? Here are some more words beginning with "b." Watch my lips and say these too.

bicycle	bank	basket	board
bottle	bird	back	before

Here are some jingles. Watch my mouth. When you hear a word that begins with "b" make a mark with a pencil on your paper. When I finish each one, count the marks and tell me how many words you heard that begin with "b."

Bobby jumped to bat the ball,
His head instead he bumped and hit.

The ball went bouncing in its fall,
And Bobby went bounding after it.

How many marks do you have? Can you remember some of the words that began with "b?"

Here's another jingle. Listen for words beginning with "b."

Baby has a beautiful bonnet.
It has blue and has ribbons on it.
In this bonnet she looks her best,
Baby looks better than the rest.

Exercise 4

Final Sound: b

Tell me the beginning letter of these words?

bath book beans before

Tell me how you make the sound of "b?" (Review the formation of the sound of "b.")

Watch my lips. Listen to these words. They all end in "b."

bib scab club

Now, look in your mirror as you say these words after me. Watch and listen for the sound of "b" at the end of each one.

tub rub grab job
knob cab crab

Finish these sentences with words that end in "b."

1. When the baby eats he wears a ___. (bib)
2. You take a bath in a ___. (tub)
3. I work hard at my ___. (job)
4. My knee is hurt and has a ___. (scab)
5. We open a door by turning the ___. (knob)

Listen to these sentences for words that end in "b." Watch my lips. Listen carefully.

1. Mary rode to the station in a cab.
2. The children made a club from a piece of wood.
3. Jerry started to grab the toy.
4. The fairy said to rub the lamp.
5. We saw a crab on the rock.

Exercise 5

Beginning Sound: h

Today we'll listen for words beginning with "h." Listen as I say them. (Write the words on the blackboard.)

have help house

Watch in your mirror as you repeat these words after me that begin with "h."

hat hall heel hit hold

How did you hold your mouth and tongue for the sound of "h?" (Elicit by suitable questions that the mouth is partly open and that the tongue is flat in the bottom of the mouth.)

Now say these words holding your hand in front of your mouth. They all begin with "h."

hair horse hot hole hen

What did you feel against your hand at the beginning of each word? Yes, you felt your breath on your hand when you made the sound of "h" at the beginning of each word.

Who can tell me what sound your dog makes in the summer when he is hot? Yes, he says, "h" "h" "h"; he makes the sound of "h."

Here are some more words that begin with "h." Listen and say them after me.

happy hammer hand hills
hats handle hall half high

Who can think of a holiday in October that begins with "h?" (Halloween.)

I'll read some sentences. Listen carefully for the words that begin with "h." (Ask the children to tell you the words after each one.)

1. Jane hurried down the hall.
2. Bob hitched the horse near the house.
3. He hit the nails with a hammer.
4. Bob walked higher up the hill.
5. Harriet dropped her hankerchief.

Raise your hand each time you hear a word that begins with "h" in this story.

Henry had a horse named Humpty. Nothing made Henry happier than to ride on Humpty's back. Humpty, hardly walked, he always hurried. One day when Humpty was racing up the hill he stepped into a hole. The horse and Henry both fell down. Henry wasn't happy any more.

Exercise 6

Beginning Sound: g

Today we are going to listen for the sound of "g," at the beginning of words. Here are some words that begin with "g." Listen and say them after me. (Write on blackboard.)

girl gate good

Now we'll say some more words that begin with "g." Put your hand on your throat as you say them after me.

go got give gate

What did you feel as you made the sound of "g" at the beginning of each one? Yes, you could feel the sound of "g."

Say these words after me. See if you can tell me how you move your tongue to make the sound of "g" at the beginning of each word.

gave gift game gone goat

(Elicit by suitable questions that the tongue is placed in the bottom of the mouth with the back humped up a little as the sound of the voice comes out over it.)

The names of these animals begin with "g." Put your

hands on your throats and feel the sound of "g" as you say them.

goat geese guinea

Listen to this story. When you hear a word that begins with "g" raise your hand.

> A little goat lived in a garden all alone. The garden was a good place to live for he had good things to eat. The little goat wasn't happy because he wanted to go outside. One day when the garden gate was open he ran out as fast as he could go. He kept going and going. It was fun until he got tired and hungry. Then he wished for the good garden and the good things to eat. "The garden was a good place," said the goat galloping back as fast as he could go.

Exercise 7

Final Sound: g

Listen to these words. Tell me the first letter.

guess goat gold gone

Who can tell me how you make the sound of "g?" Yes, you place your tongue on the bottom of your mouth, hump it a little at the back, then the sound of your voice comes out over it.

Today we'll listen for the sound of "g" at the end of words. Listen to these words that end in "g." Place your hand on your throat and say them after me. (Write on blackboard.)

tag leg big beg dig

What letter was at the end of each word? Did you feel the sound of "g" in your throat at the end of each word?

Here are some riddles. The answers all end in "g."

1. I am thinking of something
   It was once a tree
   All the branches are cut off
   What am I thinking of? (log)

2. I am thinking of something
   It is eaten for breakfast
   It is good
   What am I thinking of? (egg)

3. I am thinking of something
   It is round and fat
   It is an animal
   What am I thinking of? (pig)

4. I am thinking of something
   We walk on it every day
   It is on the floor
   What am I thinking of? (rug)

5. I am thinking of something
   It is hung on a pole
   It is carried in parades
   What am I thinking of? (flag)

Listen to these sentences. See if you can tell me the word that ends in "g" when I finish each one?

1. I see a frog by the pond.
2. Bobby and Betty played tag.
3. Sandy is a fine dog.
4. It's fun to play with a June bug.
5. Mary had a great big doll.

Exercise 8

Beginning Sound: l

We are going to listen for another beginning sound in today's lesson. Watch my mouth and say these words after me. (Write on blackboard.)

look like lost live little

These words all begin with "l," Let's say some more words that begin with "l." Watch my mouth as I say them, then watch your mouth in your mirror as you repeat them after me.

let lip lit lid lot lay lie

How did you place your tongue when you made the sound of "l" at the beginning of each word? (Elicit from the

children that the front of the tongue touches the roof of the mouth as the sound of the voice comes out around it.)

If you say "l," "l," "l,' 'l,' your tongue goes up and down like a rug does when it is shaken. Try it.

Let's repeat the same words again. This time place your hand on both cheeks as you say them after me. See if you feel your cheeks move.

let lip lit lid lot lay lie

Did you feel your cheeks move a little when you made the sound of "l" at the beginning of each word?

Watch my mouth and say these words after me. They all begin with "l."

load	loaves	long	lumber
lunch	letter	lady	late

What letter did you hear at the beginning of each one?

Who can tell me the names of two animals that begin with "l?" (lamb, lion)

Here are some riddles. The answers all begin with "l."

1. Every day at noon we put it on the table. (lunch)
2. It is green in summer and has grass all over it. (lawn)
3. It is big and has lots of water in it. (lake)
4. It is a place where we can get books. (library)
5. It is round, yellow and very sour. (lemon)
6. It is wood used for building houses. (lumber)

Exercise 9

Final Sound: l

Watch my mouth as I say these words. Listen carefully.

love luck laugh live like

What letter did you hear at the beginning of each one? What happens to your tongue as you make the sound of "l?" (Review the formation of the sound of "l.")

Now watch my mouth and listen for the sound of "l" in

these words.

girl coal school

Where did you hear the sound of "l" in these words? Yes, "l" is at the end.

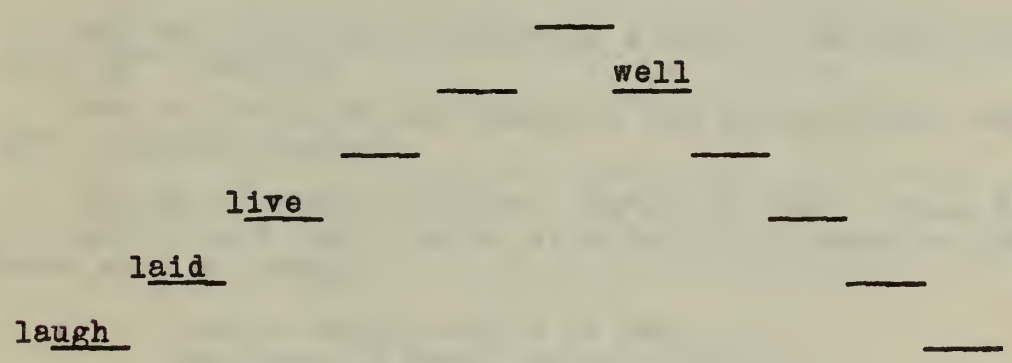
Watch my mouth again and say these words after me. They all end with the letter "l."

oil heel mail tool bowl
nail awful angel

I'll read some sentences. Watch my mouth and listen carefully. Tell me the word or words you hear in each that end with "l."

1. I like to play ball.
2. The doll belongs to Nell.
3. This girl likes to go to school.
4. The baby can't walk but he can crawl.
5. The ball rolled down the hill.

Now, we are going to play a game. We are going to climb the stairs with words that begin with "l." We'll come down with words that end in "l." You think of the words. We'll see if we can go up and come down again.



Exercise 10

Beginning Sound: m

I'll say some words that have the same beginning sound. They all begin with "m." Watch my lips and repeat them after me. (Write on blackboard.)

milk mill miss mother

Here are some more words that begin with "m." Watch your lips in your mirror as you repeat them after me.

may	me	my	man	met
mad	miss	mill	mine	

How did you move your lips for the sound of "m" at the beginning of each word? (Elicit from the children that the lips are closed for the sound of "m.") What you do is put your lips together and hum through your nose to make the sound of "m."

I'll say some more words that begin with "m." Watch my lips and say them after me. See if you can feel the little hum in your nose each time you make the sound of "m" at the beginning of each one.

made	money	mouth	moon	meadow
market	mix	more	mean	match

Who can tell me the name of a day of the week that begins with "m?" (Monday)

Who can tell me the names of two animals that begin with "m?" (monkey, mouse)

Listen to these jingles. Watch my lips. Each time you hear a word that starts with "m" put a mark on your paper with a pencil.

Merry, merry, month of May
The park is open, we can play
We can ride the merry-go-round
The music makes the merriest sound

How many marks do you have on your paper? Can you remember any of the words that began with "m?"

To market, to market Mary went
For milk and meat she was sent
The money she forgot
No milk or meat she got

How many marks do you have this time? How many words beginning with "m" can you remember from this jingle?

Exercise 11

Final Sound: m

Tell me the letter you hear at the beginning of these words?

made money mix might

(Review the way "m" is made with the lips and nose.)

Listen carefully. Watch my lips. Tell me where you hear the sound of "m" in these words.

arm am from

(Write the words on the blackboard.)

Yes, "m" is at the end of each one.

Watch your lips in your mirror for the sound of "m" in these words. Say them after me. They all end with "m."

him ham seem cream

Did you see your lips close for the sound of "m" at the end of each word?

Here are some more words that end with "m." Watch my lips, then say them after me.

arm	broom	boom	bloom
drum	gum	farm	hem
plum	stem	storm	trim

The words to finish these sentences end in "m."

1. Our food is grown on a ____. (farm)
2. We sweep the floor with a _____. (broom)

3. It's fun to beat on a ____. (drum)
4. We like to eat ice ____. (cream)
5. When the gun went off it made a ____. (boom)

Here are some sentences. Listen for the words that end in "m."

1. We saw the team play ball.
2. It's fun to trim the Christmas tree.
3. The storm blew the branch from the tree.
4. Give him a piece of ham.
5. We have some flowers at the farm.

Exercise 12

Beginning Sound: c

Today we will listen for words that begin with"c." I'll say some words that begin with "c." You say them after me. (Write on blackboard)

can come cow

Now, say these words after me. See if you can feel how you move your tongue to make the sound of "c" at the beginning of each one.

cat cut cup cap coat

How did you place your tongue for the sound of "c?" (Elicit that the tongue is humped up in the back of the throat as the breath pops out over it for the sound of "c.")

Here are some more words that begin with "c." See if you can feel the "c" at the beginning of each one.

cage	cake	calf	came
candle	candy	coal	cook

Did you feel the hump in your tongue and the way your breath popped over it?

Put your hand in front of your mouth as you say these words after me. These are things that you can do that begin with "c."

catch	color	call	carry
copy	cut	comb	

What did you feel against your hand for the sound of "c?"

Here's a story about a boy on a farm. Listen for the words that begin with "c." Raise your hand each time you hear one.

> Cal cared for the cows on a farm in the country. One day he couldn't find them. He called and called but they didn't come. "Come, come," called Cal but still they didn't answer. He put on his coat and cap because it was cold and set out to catch them. He looked this way and that way. Soon he heard a coo. "Could it be the calf?" said Cal, and followed after. "Of course," he said, "I should know they're in the corner of the pasture."

Exercise 13

Beginning Sound: d

Today we'll have words that begin with "d." Watch my lips and listen for the "d" sound at the beginning of these words. (Write on blackboard.)

do day door dark

Watch your mouth in your mirror as we say some more words. They all begin with "d."

dog dig dad die dime does

How did you place your tongue for the sound of "d?" (Elicit from the children that they placed the tip of their tongue against the roof of the mouth and took it away as they made the sound of "d.")

Put your hand on your throat and see if you can feel the "d" at the beginning of these words. Repeat them after me.

dig dish duck does disk don't dark

Did you hear and feel the "d" at the beginning of each word?

The answers to these questions all begin with "d."

1. Who is the man who looks after us when we are sick? (doctor)

2. Who is the man who looks after our teeth? (dentist)
3. Tell me the name of an animal with long ears? (donkey)
4. Tell me a toy that girls play with? (doll)

Here are some sentences. After each tell me as many words as you can remember that begin with "d." Listen and watch my mouth.

1. Donald Duck was dancing.
2. The dog dug a hole in the ground.
3. Daddy gives us dimes.
4. Dorothy picked some daisies.
5. We wash the dirty dishes after dinner.

Exercise 14

Beginning Sound: j

Watch my lips and listen to these words. They all begin with "j." Repeat them after me. (Write on blackboard.)

jar jaw joy joke

Now, look in your mirror and watch your mouth as we say these words.

job jacks jail jig juice

How did you place your lips for the sound of "j" at the beginning of these words? (Elicit that the lips are thrust forward for the sound of "j.") How do you move your tongue when you make the sound of "j?" (Elicit that the tip of the tongue is placed against the roof of the mouth and moves down as the voice makes a buzzing sound.)

Place your hand in front of your mouth as you say these words that begin with "j." Watch my mouth as I say them first.

jelly jump junk just

What did you feel on your hand as we made the sound of "j," at the beginning of each word?

Watch my lips and listen for the words that begin with "j" in these jingles.

Jack be nimble
Jack be quick
Jack jump over the candlestick

What words did you hear that begin with "j?"

Jack and Jill went up the hill
To fetch a pail of water
Jack fell down and broke his crown
Jill came tumbling after

What words did you hear that begin with "j" in this jingle?

Here is another that has more words beginning with "j." Listen carefully for them. Raise your hand each time you hear a word that begins with "j."

A Jolly Jumping Jack is my toy
He's full of fun, full of joy
He's in a box, when I lift the top
Out Jolly Jumping Jack does pop.

Exercise 15

Beginning Sound: k

Listen to these words. They begin with another letter. They all begin with "k." Say them after me. (Write on blackboard.)

kick kite kind king

Now, say these words. See if you can tell me the way you place your tongue to make the sound of "k" at the beginning of each one.

key keep kid kick kitty

How did you place your tongue to make the sound of "k?" (Elicit that like for the sound of "c" the tongue is humped in the back of the mouth and the breath pops out over it.)

See if you can feel the way your tongue is humped for the sound of "k" at the beginning of these words? Say them after me with your hand in front of your mouth.

kiss kindergarten kitten
kept kitchen kettle

Did you feel your breath pop out on your hand for the sound of "k" at the beginning of each word?

Here are some sentences which have words that begin with "k." Listen carefully and tell me all the words in each you hear that begin with "k."

1. Kate has a little kitten.
2. Put the kettle in the kitchen.
3. The children go to kindergarten.
4. Many kinds of flowers bloom in the Spring.
5. The king keeps the key.
6. Tom was flying his kite.
7. Bob kicked the football.
8. Mary kept the kitty in the house.

Exercise 16

Final Sound: k

Listen to these words.

kept king kind keep

What letter did you hear at the beginning of each one? How do you make the sound of "k?" (Review the formation of the sound of "k.")

Listen to these words. Tell me what letter you hear at the end of each?

sock book look sick

Yes, they all end in "k." Here are some more words that end in "k." Say them after me putting your hand in front of your mouth. See if you can feel the "k" at the end of each one.

pick	took	back	break
cloak	sack	black	kick

The answers to these questions all end in k.

1. Tell me a boy's name? (Jack)
2. What tells us the time? (clock)
3. Tell me the name of a color? (black)
4. Tell me the name of an animal that lives on a farm? (duck)
5. What does the duck say? (quack)

We'll build two ladders, one will be for words that begin with "k." One will be for words that end in "k." Let's see which ladder will be the longest.

kite	took
king	cloak

Exercise 17

Beginning Sound: n

Today we'll listen for another beginning sound. Watch my mouth and listen for the sound of "n" at the beginning of these words. Say them after me. (Write on blackboard.)

name nice nickel never

Watch your mouth in your mirror as you say these words after me that begin with "n."

no now not nut nor

How did you place your tongue to make the sound of "n?" (Elicit that the tip of the tongue is placed against a little ridge where the roof of the mouth begins to curve up.) What else did you do to make the sound of "n?" (Elicit that they hum through their noses.) To make the sound of "n" you place your tongue against the roof of your mouth and hum through your nose.

Here are some more words that begin with "n." See if you can feel the way you make the sound of "n" as you say them after me.

nest	near	might	number
neck	need	new	newspaper

Can you tell me the name of a month in the fall that begins with "n?" (November)

Here are some sentences. Raise your hand each time you

hear a word that begins with "n." Watch my mouth.

1. Ned has a new necktie.
2. The naughty boy made too much noise.
3. We need to buy some needles.
4. Nancy nearly lost her nickel.
5. We saw your name in the newspaper.

Here is a jingle. Listen again for words that begin with "n." Raise your hand each time you hear one.

Nine little nut-hatches lived in a nest
Near the top of a tall nut tree.
The nest was so high, we never could see
The new little birds at rest.

Exercise 18

Final Sound: n

Listen carefully for the beginning sound in each of these words. Watch my mouth.

night nine noise nobody

What letter did you hear at the beginning of each word? How do you make the sound of "n?" (Review the formation of the sound of "n.")

See if you can hear the sound of "n" in these words. Watch my mouth.

chicken again listen seen

What letter did you hear at the end of each word?

Here are some more words that end in "n." Say these too:

children	man	cousin	garden
bean	barn	town	bun
corn	season	open	

The answers to these riddles end in "n."

1. It is small and yellow.
   It is sour. (lemon)
2. He wears a funny face.
   He is at the circus. (Clown)

3. They are tiny and round.
   We have them on our clothes. (button)

4. It lives on a farm.
   It lays eggs. (hen)

5. He wears a blue suit.
   He brings our mail. (postman)

I'll make two columns on the board, one for words that begin with "n" and one for words that end in "n." Let's see how many words we can put in each one.

nine	ten
night	bacon

Exercise 19

Beginning Sound: p

Here are some words that begin with another letter. These words all begin with the sound of "p." Watch my lips as I say them and say them after me. (Write on blackboard.)

pan pen pig pet pat

What letter did these words begin with?

Say these words after me that begin with "p." Watch your lips in your mirror to see how you make the sound of "p" at the beginning of each word.

pair peg pat pot pin put poor

Who can tell me how you moved your lips to make the sound of "p" at the beginning of each word? (Elicit that the lips are first a puff of air to make the sound of "p.")

Now we'll say some more words that begin with "p." Hold this little piece of paper in front of your mouth as you say them after me. Watch what happens to the little piece of paper when you make the sound of "p" at the beginning of each one. (Give the children small traingular pieces of paper. Have each child hold the paper so that the point is directly in front of the mouth.)

pail	page	pencil	penny	pull
piece	pin	pile	pour	

What happened to the point of the paper when you made the sound of "p" at the beginning of each word? Yes, it moved as a little puff of air opened your lips to make the sound of "p."

How many words can you think of that begin with "p."

I'll read you a story. Listen, watch my lips carefully, and raise your hand each time you hear a word that begins with "p."

There was once a little rich girl who lived in a great pink house. Her father gave her everything she wanted. She had pigeons, puppies, parrots, ponies and many other pets. She had all the fruits she liked to eat, peaches, and pineapples. She had other good things to eat too, pie, popcorn, potatoes, pumpkins, and pickles. But, she had no one with whom to play. "Papa," she said, "a party I must have? I'll invite the children of the poor. No longer, will I stay only with my pets, the poor may come to play as often as they wish."

Exercise 20

Final Sound: p

Watch my lips as I say these words. Tell me the letter that they all begin with?

pay pie pile paint pull

Who can tell how you move your lips to make the sound of "p?" (Review the formation of the sound of "p.")

See if you can tell me what letter is at the end of these words. Watch my lips carefully.

cap hop map tap tip

Yes, they all end with the sound of "p."

Now take these little pieces of paper. Be sure you hold the point right in front of your mouth. See what happens to the point of the paper when you make the sound of "p," at the end of these words.

clap	drop	sleep	lip	sheep
up	ship	lap	wrap	soap

Stand up. I'll say some words. Each time you hear a word that ends with "p" clap your hands. If you clap your hands after a word that does not end with "p" you must sit down. Be sure to watch my lips for the sound of "p."

shut	peep	step	hush	stop	deep
drop	day	tag	skip	cup	sheep
half	goat	gold	top	hit	keep
desk	book	beef	pup		

Can you think of any more words that end in "p?"

Exercise 21

Beginning Sound: r

Today we'll listen for words that being with "r." Watch my mouth as I say them. You say them after me. (Write on blackboard)

rest rag rain read

Look in your mirror and watch your mouth as you say these words.

rat run red rub ran

Did you see how you moved your lips for the sound of "r" at the beginning of each word? (Elicit that the lips are puckered at the corners and pushed out a little to make the sound of "r.")

Watch my lips as I say these words that begin with "r." As you say them after me see if you can feel the way you move your tongue. Watch in your mirror.

roll roof rode rock ring

How did you place your tongue to make the sound of "r" at the beginning of each word? (Elicit that the tip of the tongue is lifted and curled back a little in the mouth.)

How many words can you think of that begin with "r." Each of you tell me one.

Here's a story that has some words beginning with "r." Listen and watch my mouth for the words that begin with "r." Each time you hear one raise your hand.

A little boy named Robert lived on a ranch. The nicest thing about it was that Robert had a real race horse. What fun it was to have a horse always ready for a race. Robert rode him round and round the ranch. One day when he was riding it began to rain. It rained and rained some more. The more it rained the muddier it became. The racing horse began to slip rolling Robert right off into the road. How funny he did look, muddy as could be. The race horse kept on running. Robert reached the ranch on foot.

Exercise 22

Final Sound: r

Yesterday we listened for words that began with "r" like:

radio railroad rat reach

How many of you can tell me a word that begins with "r" today? What do you do with your lips to make the sound of "r?" Yes, you push them out just a little and pucker them at the corners. How do you place your tongue to make the sound of "r?" Yes, you lift the tip toward the roof of your mouth and curl it back just a little when you make the sound of "r."

Listen and watch my lips for the sound of "r" in these words.

car water bear door

Where did you hear the sound of "r?" Here are some more words that end in "r." Watch my lips and repeat them after me.

mother	father	drawer	finger
chair	hear	her	doctor
sugar	flour	hammer	

Here are some sentences. Listen carefully and see if you can tell me the word or words that end in "r" in each one. Watch my mouth.

1. The sailor went to sea.
2. Polly ate a cracker for her supper.
3. The door to the cellar was open.
4. The barber cut my hair.
5. The soldier went to war.
6. Open the dresser drawer.
7. The doctor came to see father.
8. My brother came to dinner.
9. Mary bought some flour at the store.
10. The mail box is at the corner.

Exercise 23

Beginning Sound: s

Now we'll listen for a different sound. These words all begin with the sound of "s." Say them after me. (Write on blackboard.)

sail sang sand same

Take your mirror and watch your lips as we say these words that begin with "s."

see saw so say six

What did you do with your lips when you made the sound of "s?" (Elicit that the lips are held back at the sides.)

Let's repeat these words again. This time feel the way you place your tongue for the sound of "s" at the beginning of each one. Watch my mouth as I say them first.

see saw so say six

Now tell me where you put the tip of your tongue to make the sound of "s?" (Elicit that the tip of the tongue is near the roof of the mouth but does not touch it.)

Watch my lips and repeat these words that begin with "s" after me. See if you can feel the way your breath comes out through your front teeth for the sound of "s."

secret seem sell send sew

Here are some more words that begin with "s." Watch my mouth and repeat them after me.

song soap sock soft sold soldier

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Let's play a game with words that begin with "s." Stand up. Each of you will have a turn. You must say you are going to take a trip and you are going to take something with you. That something must be a word that begins with "s." If you can't think of something that begins with "s" to take with you, you must sit down.

What sound does your radiator make when it leaks? "s-s-s-s." That is the sound of "s."

Exercise 24

Fina Sound: s

Watch your mouth in your mirror as you say these words after me.

sister silk sing sock

What letter did you hear at the beginning of each one? (Review the formation of the sound of "s.")

Now, watch in your mirror and tell me what letter you hear at the end of these words? Say them after me.

miss	kiss	us	books	this
grass	hats	likes	yes	bus

Here are some more words that end in "s." Repeat them after me and listen for the sound of "s."

class	balls	dress	pass	ducks
caps	kites	goats	paints	looks

Each of you tell me a word that ends in "s."

Listen to these sentences. Each time you hear a word that ends in "s" clap your hands. Watch my mouth.

1. Mother makes nice cakes.
2. The class likes the books.
3. Sam keeps the grass cut.
4. Sally paints all day.
5. Bobby rides the bus.
6. We have some dogs for pets.
7. Sue feeds the baby chicks.
8. Let's fly our kites.

Exercise 25

Beginning Sound: w

Today we'll have some more words that begin with the same sound. I'll say some words that begin with the sound of "w." Listen and watch my lips for the sound of "w" at the beginning of each one. (Write on blackboard.)

wind watch work

Now take your mirror and watch how you place your lips to make the sound of "w" at the beginning of these words. Say them after me.

we way was win wet

Can you tell me what you did with your lips to make the sound of "w?" (Elicit that the lips are pushed out and rounded as the sound of the voice comes out.)

Put your hand on your throat and see if you can feel the sound of "w" at the beginning of these words. Watch my lips and say them after me.

wagon	wait	wake	walk	water
wall	want	warm	wash	wave

Did you feel the sound of "w" at the beginning of each word?

The answers to these questions all begin with "w."

1. Tell me the name of a day of the week? (Wednesday)
2. Tell me the name of a season of the year? (winter)
3. Tell me the name of a wild animal? (wolf)
4. Tell me the name of a bird? (woodpecker)

Listen and watch my lips for words that begin with "w" in these sentences. Tell me the words you hear in each that begin with "w."

1. Wee Willie Winkee went to the wedding.
2. Walter waked up and went to the window.
3. We will wait till the wagon comes.

4. We watched the waves roll in.
5. The wind blows in bad weather.

Exercise 26

Beginning Sound: t

Today we'll have another beginning sound. Watch my mouth and listen to these words. They all begin with "t." (Write on blackboard.)

table time tiny take

Now watch your mouth in your mirror as you say these words that begin with "t" after me. As you say them see if you can tell how your tongue helps make the sound of "t."

to top toy tip toe ten tea

How did you move your tongue to make the sound of "t" at the beginning of each word? (Elicit that the tip of the tongue is placed against the roof of the mouth at a little ridge just behind the front teeth and moves down as the breath pops out over it.)

Watch in your mirror again as you say these words after me. They all begin with "t."

talk	tan	tall	tap	teach
team	tear	teeth	tongue	tire

"t" is like a ticking sound: "t-t-t-t."

Listen to these words that begin with "t." Put your hand in front of your mouth as you say them.

till tin toast took towel

Did you feel a little puff of air as you said the "t" at the beginning of each word?

Here are some sentences. Watch my mouth and listen for the words that begin with "t." Tell me how many you hear in each one.

1. Mary put the tea on the table.
2. Tell Tom to play with his top.
3. The teacher told us the time.

4. We can talk on the telephone.
5. Bobby will take his torn coat to the tailor.

Here's a jingle. Raise your hand each time you hear a word beginning with "t."

At school Tommy taps his toe.
The teacher always tells him no
You cannot tap, you cannot talk too
It'll be terrible if you do!

Exercise 27

Final Sound: t

Watch my mouth and tell me the beginning letter of these words.

tall tell time town

Tell me what happens to your tongue when you make the sound of "t?" (Review the formation of the sound of "t.")

Watch in your mirror as you say these words after me.

it hit at cat cut coat

What letter did you hear at the end of each word?

Now, watch my mouth. Listen to these words that end in "t." Repeat them after me holding your hand in front of your mouth.

goat	got	bat	get	nut
eat	hat	shoot	pet	set

Did you feel the little puff of air that comes out for the sound of "t" at the end of each word?

I'll say some words. Watch my mouth. Each time you hear a word that ends in "t" raise your hand.

kiss	talk	toot	visit	not
torn	wait	wet	stay	lot
boat	pay	what	met	talk

We'll make a stack of blocks on the board. Let's see if we can fill the blocks with words that end in "t."

Exercise 28

Beginning Sound: y

These words begin with the sound of another letter. They all begin with "y." (Write on blackboard.)

your year young

Here are some more words that begin with "y." Take your mirror and watch your tongue as you repeat these words after me.

yes you yet

What happens to your tongue when you make the sound of "y" at the beginning of each word? (Elicit that the tongue lifts up in the middle to make the sound of "y.")

Now, watch again as you say these words after me. See if you can feel the way the middle of your tongue lifts up to make the sound of "y."

yard yarn yellow you're you've

Here are some sentences. Finish them with words that begin with "y."

1. The day before today is _____. (yesterday)
2. A pretty color is _____. (yellow)
3. Mother knits our gloves of ____. (yarn)

4. Children are not old, they're _____. (young)
5. It's fun to play outside in the ____. (yard)

Listen to this jingle for words that begin with "y." Each time you hear a word that begins with "y" raise your hand.

Did you hear the wind blow hard?
It blew and blew all over the yard
Yesterday was the one day this year
Yoo-hoo, yoo-hoo, you could hear.

Exercise 29

Beginning Sound: bl, pl, sl.

Tell me the letter that you hear at the beginning of each word I say. Watch my mouth.

ball bat pay papa sister sell

Tell me what letter you hear at the beginning of all of these words.

last laugh lake lady

Today we are going to do something different. We are going to listen for two letters that make one sound at the beginning of a word like the sound of "bl" in block. (Write on blackboard.)

Here are some words that begin with "bl." Say them after me.

blow blue bless

(Review the formation of the sound of "b" and "l.")

Watch your mouth in your mirror for the sound of "bl" at the beginning of these words. Repeat them after me.

blew	blind	blood	bloom
blossom	blouse	bluebird	blanket

Now watch my mouth and listen for the first two letters in these words.

play please plant

APPENDIX

Lesson Plans

for

Auditory Discrimination

What two letters did you hear? (Write the words on the blackboard.)

"p" is another letter that blends with "l" at the beginning of some words. (Review the formation of the sound of "p.")

Watch your mouth in your mirror as you say the sound of "pl" at the beginning of these words.

plane	plate	platter	plow
plum	plowing	playing	playground

Here are some words that begin with another letter and "l." See if you can tell me what two letters you hear at the beginning.

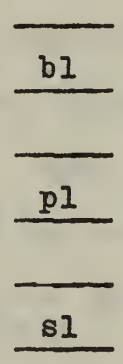
sled sleep slip

Yes, "sl." (Review the formation of the sound of "s.")

Take your mirror again and watch for the sound of "sl," at the beginning of these words.

slow	slid	sleigh	sleeve	slice
slept	slippery	sleep	slipper	

Let's play a game. We'll see if each of you can climb the ladder with words that begin with "bl," "pl," "sl."



Exercise 30

Beginning Sounds: br, cr

Today we are going to listen for some more letters put together that make beginning sounds. (Write on blackboard "br," "cr.")

Tell me the beginning letter of each of these words.

car carry candy cat

(Review the formation of the sound of "c.")

What is the letter at the beginning of these words?

race ride rabbit rich

(Review the formation of the sound of "r.")

Tell me the first two letters you hear in these words.

crab cry cross

I'll say some words that begin with "cr." Repeat them after me.

crayon	cracker	cradle	crawl
crazy	cream	creek	cried
crown	crowd	crumb	

What were the first two letters of these words?

Now tell me the first letter of these words.

boy bite book

(Review the formation of the sound of "b.")

Watch your lips in your mirror and tell me the first two letters of these words.

brave brick bread

Here are some more words that begin with "br." Watch my lips and say them after me.

bracelet	brake	branch	brake
brand	breakfast	bridge	bring

I'll put two shelves on the board for words that begin with "cr" and "br." Let's see if you can fill the shelves with words.

"cr" frog, frozen

"br" brown, brave

Exercise 31

Beginning Sounds: fr, gr, pr.

Today we'll listen for more letters that make the beginning sounds. (Write on blackboard fr, gr, pr.)

Tell me the first letter of these words.

face fish funny

(Review the formation of the sound of "f.")

Here are some words that begin with the sound of "fr." Watch my mouth. Say them after me. (Write on blackboard.)

frog fruit from

I'll say some more words that begin with "fr." You say them too. Listen and watch my lips for the sound of "fr" at the beginning of each one.

front frost frozen fright friend

Tell me the name of a day of the week that begins with "fr."

What is the first letter of these words?

girl give goat

(Review the formation of the sound of "g.")

"G" and "r" put together make a beginning sound in these words. Repeat them after me.

grab	grass	grain	grandfather
grape	grade	gray	great
green	grocery	ground	grow

See if you can tell me the first letter of these words.

package pan past

(Review the formation of the sound of "p.")

"P" and "r" put together make another beginning sound. These words begin with "pr." Watch my lips. Say them after me. (Write on blackboard.)

print prize pretty

Here are some more words that begin with "pr." Watch my lips and say these too.

prayer present president press
pretend propeller proper

Let's fill some more shelves with words that begin with "pr," "fr," "gr."

gr gray _____

pr pray _____

fr frog _____

Exercise 32

Beginning Sound: sp

Tell me the first letter of these words. Watch your mouth in your mirror as you say them after me.

sister say some

(Review the formation of the sound of "s.")

Now, tell me the first letter of these words. Watch in your mirror as you say them.

pie party pay

(Review the formation of the sound of "p.") Listen carefully. Watch my lips. See if you can tell me the first two letters in these words.

spin spill spot

I'll say some more words that begin with "sp." Say these too. Watch your mouth in your mirror.

speed	spell	space	spade	spinach
spank	sparrow	spade	spider	spoon

Who can tell me the name of a vegetable that begins with "sp?" (spinach)

Who can tell me the name of a bird that begins with "sp?" (sparrow)

Here are some sentences. Watch my lips for words that begin with "sp." Tell me the words you hear.

1. The horse raced at high speed.
2. We saw a spider on the wall.
3. Bobby will spade the garden.
4. Our class spells well.
5. Do not spoil the spinach.
6. Mary put the spoons on the table.
7. I will speak to Jane.
8. When Sally spilled the milk she got a spot on her dress.

Exercise 33

Final Sound: ng

Today we'll listen for another sound at the end of words. These words all end in "ng." Repeat them after me. (Write on blackboard.)

sing long wrong

Take your mirror. Open your mouth wide until you can see the little curtain with the funny little tip hanging down from it. Now say "sing" and hold the "ng" sound. Can you feel the back of your tongue humping up against this curtain? To make the sound of "ng" the back of your tongue and this curtain come together.

Repeat these words after me. See if you can feel your tongue hump against this curtain at the end of these words for the sound of "ng."

ring sang wing song king

Who can tell me where the sound comes out when you say the "ng" sound? (Elicit that the sound comes out through the nose with a little hum.)

Say some more words that end in "ng" after me.

thing	young	hung	hang	rang
swing	going	running	spring	

Did you feel a little hum in your nose for the "ng" sound at the end of each word?

Listen carefully while I say some words. When you hear a word that ends in "ng" fold your arms.

strong	evening	dolly	dog	rang
along	brake	song	boat	walking
ring	know	king	thing	log
something	house	long	hurt	dancing

Exercise 34

Final Sounds: nd, nt.

Tell me the last letter of these words.

sun run ran moon

(Review the formation of the sound of "n.")

Tell me the last letter in these words.

did head bad bed

(Review the formation of the sound of "d.")

Now, listen carefully and watch my mouth as I say some words. Repeat them after me.

and sand pond

Who can tell me the last two letters you heard at the end of each one? (Write the words on the blackboard.) I'll say some more words that end in "nd." Repeat them after me. Watch your mouth in your mirror.

land	band	end	hand	sound
send	brand	ground	stand	wind

Tell me the last letter in these words.

cat coat not

(Review the formation of the sound of "t.")

Listen, watch my mouth and see if you can tell me the last two letters you hear at the end of these words.

went want hunt

(Write on blackboard.) Here are some more words that end in "nt." Watch your mouth when you say these after me.

sent	absent	ant	hunt	aunt
cent	paint	print	tent	president

I'll read some sentences. Listen and watch my mouth. When you hear a word that ends in "nd" clap your hands. When you hear a word that ends in "nt" raise your hand.

1. Tom went to play in the sand.
2. Mary could hear the sound of the wind.
3. John will paint the tent.
4. We sailed around the pond.
5. Bill will hunt for the ball.
6. Mary and Tom were absent from school.

Exercise 35

Final Sounds: nk, mp.

Tell me the letter that you hear at the end of these words.

been lesson man

Now, listen for the last letter in these words.

look black cook

(Review the formation of the sound of "k.")

We'll listen now for these two sounds together at the end of words. Say these after me. (Write on blackboard.)

drink thank think

What two letters did you hear at the end of each word? Here are some more words that end in "nk." Repeat them after me.

bank crank junk pink sink tank think

Tell me the last letter of these words.

room him seem

(Review the formation of the sound of "m.")

Tell me the last letter of these words.

top lip keep cup

(Review the formation of the sound of "p.")

Now watch my mouth. See if you can tell me the last two letters you hear in these words.

bump stamp lamp

Here are some more words that end in "mp." Watch your mouth in your mirror as you say them after me.

camp dump jump pump tramp

You stand up. I'll say some words. If they end with the same sound clap your hands. If they do not end with the same sound and you clap your hands you must sit down.

thank	bump
jump	dump
drink	think
sink	camp
stamp	pink
junk	pump
tank	thank
tramp	jump
trunk	tramp

Exercise 36

Beginning and Final Sound: st

What letter do you hear at the beginning of these words?

tub table take

(Review the formation of the sound of "t.")

Tell me the first letter of these words.

soap some seen

(Review the formation of the sound of "s.")

Now I'll say some words that begin with the sound of two letters. Watch my lips. See if you can tell me what letters you hear at the beginning of each word.

stiff star stick

(Write on blackboard.)

I'll say some more words that begin with "st." You say them after me. Watch your mouth in your mirror for the sound of "st" at the beginning of each word.

stage	stair	stamp	start
station	steak	steam	stem
step	still	stiff	stitch

Listen carefully. Watch my lips and tell me where you hear the "st" sound in these words.

nest east last

Here are some more words that end in "st." Repeat them after me. Watch for the sound of "st" at the end of each one.

post	west	first	best	must
fast	dust	past	post	rest

I'll read some sentences. When you hear a word that begins with "st" raise your hand. When you hear a word that ends in "st" clap your hands.

1. The clown was first to come out at the circus.
2. The biggest stones were on the hill.
3. Betty stood still while the others ran on.
4. The last storm almost blew the tree down.
5. Most children like roast beef.
6. Almost everyone likes strawberries.
7. Everything stays green until the first frost.
8. Bobby must have lost his book.

Exercise 37

Beginning Sound: sh

Here are some words that begin with another sound "sh."

Watch my mouth. (Write on blackboard.)

shake sharp ship

These words all begin alike. They all begin with "sh."

Take your mirror and watch your lips. Repeat these words that begin with "sh" after me.

she shall shoe show

How did your lips look as you said the "sh" sound at the beginning of each one? (Elicit that the lips are pushed out with the corners held tightly together.) What else do you do to make the sound? (Elicit that the tongue is lifted a little and that the breath is blown out against the upper teeth.)

"Sh" is a hushing sound. We say it when we think people are making too much noise. "sh-sh-sh"

Say these words after me that begin with "sh." Watch my lips as I say them first.

shadow	sheep	sheet	shelf
short	shoe	shirt	shepherd

Listen to this story for words that begin with "sh." Watch my lips. Each time you hear a word that begins with "sh" raise your hand.

> A little girl named Shirley went along the beach to look for shells. The sun was shiny making the shells shine too. Even in the water she could see the shining shells. Shirley shed her shoes and went where the shells were showing. But the shells close by never seemed as shiny as those that were far away. She knew she shouldn't go so far but those shells she had to have. Then she remembered her mother would be angry if she didn't have her shoes. She ran back shaking all the way for fear her shoes were gone.

When she reached the place where she had left her shoes there was nothing but water! Shirley had to go home without her shoes and only shells to show her mother.

Exercise 38

Final Sound: sh

What letters do you hear at the beginning of these words?

shoe shake sharp

Yesterday we listened for words that began with "sh." How many words can you think of today that begin with "sh?" (Review the formation of the sound of "sh.")

Listen to these words. Say them after me.

push brush wash

Did you hear the sound of "sh" in those words? Where was it? Each word ended with the sound of "sh." (Write the words on the blackboard.)

Watch your lips in your mirror. Say these words after me that end with "sh."

wish dish fish rush

Could you see the sound of "sh" at the end of each word?

Here are some sentences. Listen for words that end in "sh." Tell me the word, or words, you hear in each sentence. Watch my mouth.

1. I brush my hair every morning.
2. She put the fish in a dish.
3. Did you hear the rain splash?
4. The fish is fresh we caught today.
5. The bird is sitting on a bush.
6. I polish my teeth with a tooth brush.
7. Mary will wash the dish.
8. Have you ever eaten a radish?
9. Squash is a good vegetable.
10. Bobby will push the cart.

Exercise 39

Beginning Sound: ch

Today we'll listen for another beginning sound. These words begin with "ch." Say them after me. (Write on blackboard.)

cheese cherry child

Take your mirror. Watch your mouth as you repeat these words that begin with "ch."

choo chop chase chick

How did you place your lips for the sound of "ch?" (Elicit that the lips are pushed out in front.) How did you place your tongue for the sound of "ch?" (Elicit that the tip of the tongue is placed against the roof of the mouth like for "t," but for the sound of "ch" a little sneeze is made.)

Hold your hand in front of your mouth as you repeat these words that begin with "ch."

chain	chief	children	chicken
chest	cheeks	chew	church

Did you feel the little sneeze against your hand as you made the sound of "ch," at the beginning of each word?

How many words can you think of that begin with "ch?"

Listen to this story for words that begin with "ch." Raise your hand each time you hear one. Watch my lips.

> One day George Washington started to chop down a cherry tree on his father's farm. He wondered for a minute if his father would care. "I'll take a chance," he said as he chopped the chunks from the cherry tree. When his father found that the cherry tree had been chopped he called his children to his chair and said, "I cannot choose which child has chopped my cherry tree." George's cheeks grew red. "Father," he said, "It was I who chopped the tree, I cannot tell a lie."

Exercise 40

Final Sound: ch

Listen to these words. Tell me what two letters you hear at the beginning of each one?

chalk chance chief child

(Review the formation of the sound of "ch.")

Today we are going to listen for the sound of "ch" at the end of words. Take your mirror and watch your mouth for the sound of "ch" in these words. (Write on blackboard.)

each teach much

Now place your hand in front of your mouth. Say these words after me that end with "ch." See if you feel the little sneeze.

rich march branch catch touch

Here are some sentences. See if you can tell me the words that end in "ch" in each one.

1. Can you reach the peach?
2. We had so much to eat for lunch.
3. Which child did he choose to watch?
4. Betty will watch the march.
5. When I reach I can touch the branch.
6. Mary always wished that she were rich.

Can you think of any more words that end in "ch?"

Let's climb the stairs with words that begin with "ch," and come down with words that end in "ch."

_____

_____ each

_____ _____

_____ _____

chair _____

Exercise 41

Beginning and Final Sound: th

Today we are going to listen for two letters that make two different sounds. (Write "th" on blackboard.) Place your hand on your throat and say "thin." Now say "this." Both words begin with the letters "th." Did you feel the sound of your voice for the "th" in "this?"

Look in your mirror as you say "thin" and "this" again. How did you hold your tongue for the "th" sound? (Elicit that the tip of the tongue is placed against the lower edge of the upper front teeth in both.) For the sound of "th" in "thin" you blow hard. For the sound of "th" in "this" your voice sings.

These words begin with the sound of "th" in "thin." Say them after me.

thick	thumb	thirty	thousand
think	thank	Thursday	thinner

These words begin with the sound of "th" in "this." Say them after me.

these there those their then

Listen carefully and watch my mouth. Tell me what letters you hear at the end of these words?

bath teeth with mouth path

Listen to this story. Each time you hear a word beginning with "th" raise your hand.

> Last Thursday three little puppies went out for a walk. They walked and walked through the thick grass until they were tired and hungry. They sat down and began to think. How would they get through the thickets back home? Their feet would no longer carry them. They thought and thought and thought, "We will go down to the road and thumb a ride." On second thought he said, "But puppies have no thumbs, what will we do?" Another little puppy said, "We can use our tails." The three thought this a fine thing. The three little puppies went to the road. Soon a farmer came along. All three waved their tails. They were so cute he took them home.

Caldwell, S.C.

The improvement of auditory discrimination in the beginning reading....

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